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ABSTRACT

This study examined the perceptions of and expectations for the role of paid aides in the Cupertino, California Differentiated Staffing Project. The study focused on a) the expectations of the roles played by 69 aides, 64 teachers, and 6 administrators; b) the ability of each group to perceive the role expectations of another group; and c) each group's perception of aides' behavior. The instruments used were a behavior log and a role-norm inventory of 24 items divided into four task areas: Instructional-Management (IM), Instructional-Teaching (IT), Instructional-Support (IS), and Clerical (C). Results showed a) the major responsibility for aides was IS, C, and IT roles; b) teachers were more restrictive in their expectations than were aides; c) aides' behavior was more restrictive than any group's expectations; and d) teachers' and aides' expectations showed greatest congruence for C, IS, and IM roles and least for IT. Teachers saw aides as more restrictive than the aides were, and aides saw teachers as less restrictive than the teachers were. Aides assumed more responsibility for IT tasks in open-space schools and more responsibility for IS and C tasks in traditional schools. (Statistical charts and graphs are included, along with model questionnaires and a four-page bibliography.) (Author/BRB)

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STANFORD CENTER
FOR RESEARCH AND DEVELOPMENT
IN TEACHING

Technical Report No. 37

AN EXPLORATORY STUDY OF THE ROLE OF PAID AIDES IN A DIFFERENTIATED STAFFING PROJECT

Delmer Graydon Lansing

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Introductory Statement

The Center's mission is to improve teaching in American schools. Too many teachers still employ a didactic style aimed at filling passive students with facts. The teacher's environment often prevents him from changing his style, and may indeed drive him out of the profession. And the children of the poor typically suffer from the worst teaching.

The Center uses the resources of the behavioral sciences in pursuing its objectives. Drawing primarily upon psychology and sociology, but also upon other behavioral science disciplines, the Center has formulated programs of research, development, demonstration, and dissemination in three areas. Program 1, Teaching Effectiveness, is now developing a Model Teacher Training System that can be used to train both beginning and experienced teachers in effective teaching skills. Program 2, The Environment for Teaching, is developing models of school organization and ways of evaluating teachers that will encourage teachers to become more professional and more committed. Program 3, Teaching Students from Low-Income Areas, is developing materials and procedures for motivating both students and teachers in low-income schools.

The study presented here was conducted during an early stage of the research unit on Differentiated Staffing in the Environment for Teaching Program. It is based on the author's doctoral dissertation, "An Exploratory Study of the Role of Paid Aides" (Stanford University, 1973).

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Abstract

This study examined the first year of a differentiated staffing project in four elementary schools and one junior high in one school district. It focused on and measured the degree of consensus that existed within and among three populations--aides, teachers, and administrators--regarding (a) expectations about the aides' role, (b) the ability of each population to perceive the role expectations of another population, and (c) each population's perception of aides' behavior.

The staff consisted of 69 aides, 64 teachers, and 6 administrators. The instruments used were a behavior log and a role-norm inventory of 24 items divided into four task areas: Instructional-Management, Instructional-Teaching, Instructional-Support, and Clerical. The items and areas in the inventory were distributed along a scale of professionalism. Support and clerical tasks were considered low professional tasks; management and teaching tasks were considered high professional tasks. The items were checked for validity. Responses to the inventory were scored from 1 ("definitely should not") to 5 ("definitely should"). Mean scores were used to indicate permissiveness (scores near 5.0) or restrictiveness (scores near 1.0) for a specific task or area.

All three populations believed that aides should have little responsibility for the Instructional-Management role, and major responsibility for Instructional-Support, Clerical, and Instructional-Teaching roles. Teachers were more restrictive in their expectations than were aides. The aides' behavior was actually more restrictive than any group's expectations. Teachers' and aides' expectations showed greatest congruence for Role 4, Clerical, Role 3, Instructional-Support, and Role 1, Instructional-Management, and least for Role 2, Instructional-Teaching.

Marked variation was found in the extent to which teachers and aides were aware of their counterparts' expectations regarding the aides' role. Teachers saw aides as more restrictive than they (the aides) were, and aides saw teachers as less restrictive than they (the teachers) were.

In open-space schools, aides assumed more responsibility for Instructional-Teaching tasks (higher professional tasks) than in traditional schools. In traditional schools, aides assumed more responsibility for support and clerical tasks (lower professional tasks) than in open-space schools.

AN EXPLORATORY STUDY OF THE ROLE OF PAID AIDES IN A DIFFERENTIATED STAFFING PROJECT

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This study deals with the perceptions of and expectations for the role of paid aides in the Cupertino California Differentiated Staffing Project. More explicitly, the study deals with the expectations of the role held by the aides, by the teachers, and by the administrators; with aides' perceptions of the expectations of their role held by others; and with perceptions of aide performance held by teachers and aides.

HISTORY OF THE PROJECT

In March 1971, the Cupertino Union School District was granted permission to restructure staffing patterns in five schools, four elementary and one junior high. This permission was authorized under California Senate Bill 604, passed in 1968, which provides a limited number of opportunities for California schools to differentiate staffing without penalty in regard to class size or uniform salary schedules.

The following is an excerpt from the proposal submitted to the state legislature by the Cupertino District.

General Procedures

> ...The district believes that, to be effective, schools must respond flexibly to the rapidly changing and diverse learning needs of pupils; the enabling legislation makes it possible for Cupertino to create such a flexible teaching-learning environment by means of a redeployment of personnel in certain project schools. Increased numbers of aides and teachers performing a wide variety of tasks will help the district move toward its long-range goal of making it possible for each child to learn to the best of his ability and to become an effective and happy member of society....

Assumptions Underlying the Project

It seems probable that the way a school or a school district is organized and operated has a direct relationship to the success of students within that school or district. For purposes of this project, assumptions are made regarding changes needed if the district is to succeed in providing its children with individualized educations.

1. Children need more individual attention and tutoring; therefore, more adults with whom children can interact are needed in schools.
2. The teaching process can be broken into components that will permit people with various skills and talents to participate.
3. The professional aspects of teaching can be identified and separated from the nonprofessional aspects, such as housekeeping.
4. The professional teacher can work with and plan the educational program for more than the traditional 30 children when he has adequate assistance.
5. Teachers can effectively use professional assistance when it is available.
6. Additional help will permit teachers to attend to the learning requirements of each child.
7. Children will succeed best in their own school, so their problems should not be referred someplace else for solution.
8. Children do better in school when their parents and other neighborhood adults are active in the school.
9. Parents and taxpayers will support their schools when they are actively involved in the schools' operation and control.
10. Parents take a greater interest in the school when there is a system that allows them to participate in its operation.
11. Any changes to school programs must be made within the district's present financial limitations.

Staffing Patterns

Each school's staffing configuration will be unique and will be based upon its particular needs. However, selections will be made from these general classes of staff positions:

Professional Class

I-T Curriculum/Research Associate. The Curriculum/Research Associate has a 2/5-time teaching position. In addition to

teaching responsibilities, the CRA assists the principal in the following areas: coordination, instructional leadership, research, diagnosis of the needs of pupils and prescription for fulfilling those needs, and curriculum development. Duty period: 200 days; salary range: 1.15 x placement on teachers' salary schedule (.10 for additional 20-day duty and .05 for additional responsibility).

II-T Senior Teacher. The Senior Teacher is a full-time teacher. In addition to regular teaching responsibilities, the Senior Teacher is asked to serve as a team coordinator and to assist the Principal and Curriculum/Research Associate in program development and implementation. Duty period: 190 days; salary range: 1.08 x placement on teachers' salary schedule (.05 for additional 10-day duty and .03 for additional responsibility).

III-T Staff Teacher. The Staff Teacher is a regular full-time teacher. Basic responsibilities for implementing the educational program rest with Staff Teachers. Duty period: 180 days; salary range: placement on regular teachers' salary schedule.

IV-T Teaching Intern or Associate Teacher. The Teaching Intern or Associate Teacher is a regular full-time teacher. Responsibilities are the same as for Staff Teachers, and these teachers are under the supervision of the Principal. Duty period: 180 days; salary range: to be determined.

Paraprofessional Class

I-A Curriculum Aide. The Curriculum Aide position is an instructional-support position. The Curriculum Aide provides service to teachers, team leaders, and the Curriculum/Research Associate in development and preparation of curriculum material, test administration and correction, and research assistance. Salary: range 21 at $2.79 per hour.

II-A Academic Aide. Academic Aides work with audiovisual equipment and other such communication media, correct tests and compositions, assist Senior Teachers in implementing their programs, and supervise children. Salary: range 18 at $2.59 per hour.

III-A General Aide. General Aides are in direct support of classroom teaching activities and work, under the direction of teachers, with individual pupils and small groups of pupils, keep records, gather materials, manage bulletin boards or learning centers, and perform other similar duties. Salary: range 15 at $2.26 per hour.

IV-A Volunteer Aide. The Volunteer Aide is encouraged to participate in all phases of the instructional program. Salary: satisfaction with being of service to others and gratitude from the school, the community and the student.

Other classes of aides, such as Work-Study aides, may be employed as they are available.

The entire range of differentiated staffing in the Cupertino School District authorized by the legislature was not implemented during the first year of operation, 1971-72, the year in which data for this study were collected. (The project was scheduled to run for five years.) No differentiation was made in certificated personnel other than the usual one of differential pay on the basis of training and experience. Of greater importance for this study is that no differentiation was made in title or pay for the aides. All aides were paid at the rate specified for General Aides. The administration's decision to differentiate staffing only to the extent of adding aides to the staffs of the five schools in the experiment made it possible in this study to treat all aides as one group and all teachers as another group. Thus, the study was made in a very simple differentiated staff environment, not as complex as would have been the case if there were four levels of certificated staff and four levels of aides, as outlined in the proposal to the legislature.

RATIONALE

This study deals with the incumbents of three positions--aide, teacher, and administrator. The subject populations included 69 paid aides, 64 teachers and 6 administrators, the full staffs of the five schools in the project. The primary questions investigated were: To what extent were aides' roles perceived differently by aides, teachers, and administrators? To what extent were the aides' self-perceptions significantly related to the expectations of the teachers and administrators regarding the aides' role?

For the purpose of this study, the aide was regarded as the position, and the teacher and the administrator were regarded as counterpositions. Role expectations in this study were limited to expectations bearing upon the mode of interaction between the positions with

respect to certain tasks. Thus, this study was concerned with the relationship between the expectations of an incumbent of one position with respect to his behavior and the expectations of his behavior held by the incumbents of the counterpositions. The network of positions was then analyzed with respect to the way the incumbents of these positions actually did interact with each other.

The literature on role analysis provided a good basis for this study. The model is similar to those used at the University of Chicago by Halpin (1956) and by Guba and Bidwell (1957).

Getzels (1958, p. 153) called role "the most important analytic subunit of the institution," and defined roles in terms of expectations. Expectations become the limits to an incumbent's behavior. A crucial aspect of roles is their interlocking or reciprocal relationship with other roles (Getzels, 1963, p. 311). Each role can be understood only in terms of its reciprocal roles. For example, Guba and Bidwell (1957, p. 7) have shown that the role of the principal can be understood in relation to the reciprocal role of the teacher; Halpin (1956) has shown that the role of the superintendent can be understood in relation to the reciprocal role of the board member; and Foskett (1969) has shown that the role of the teacher can be understood in relation to reciprocal roles of the principal, the board member, and the parent. This complementary aspect of expectations gives meaning to the relationships and constitutes what Parsons and Shils (1951, p. 154) call the essential element in the role. Thus, most roles are defined in relation to more than one other role.

The model for social behavior suggested by Getzels (1958, p. 152) is applicable for discussion of a miniature social system such as the school. Getzels describes a social system as composed of two sets of phenomena that can be conceptualized independently but that are phenominally interactive: (1) the institution with its defined roles and expectations constitutes the nomothetic dimension in this model; and (2) the individual with his personality and need-dispositions[1]

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[1] A tendency to orient and act with respect to objects (or people) in certain ways and to expect certain consequences (see Parsons and Shils, 1951, p. 152).

constitutes the idiographic dimension in this model. Behavior, then, results from interactions between these two dimensions. Thus, one can see that behavior is a function of both the personality of the individual and the expectations attached to his role.[2]

One should consider the role expectations as job specifications, for they exist whether or not a particular person is occupying a specific role. One relates the idiosyncratic role perceptions of an actual role incumbent to the job specification and melds these two dimensions into a "habitable" role that optimizes the attainment of individual goals while working toward institutional goals. Excessive indulgence in either dimension may seriously impede institutional goal attainment. Excessive indulgence in personal need-dispositions may cause what Thompson (1967) calls goal substitution; excessive indulgence in attaining maximum output from various role occupants regardless of individual needs may cause a decrease in productivity and, ultimately, what Thompson calls goal subversion. Thus, to think again in terms of positions and counterpositions, a clear picture of the perceptions of the role by the incumbents of a position and the counterparts' role positions can provide information for the decision-maker (such as a school administrator) with regard to potential role conflict and can indicate remediation needs for optimizing goal attainment.

The aide in California will find the role expectations for his specific functions as defined by the statutes somewhat diffuse. The 1968 state law indicates that the aide may function in any instructional or noninstructional task so long as a certificated teacher is present. Thus, the specific functions that constitute the role are largely defined by those with whom the aide works and his reference

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[2]This concept may be expressed in the following equation, again following Getzels (1958, p. 157): $B = f(R \times P)$ in which B is observed behavior, P is the personality of the role incumbent as defined by his need-dispositions, and R is the institutional role defined by the expectations assigned to it.

groups, who may or may not be aware of the legal requirements for the role. However, each aide will bring to his role his own perceptions, modified by his particular need-dispositions.

Most of the studies cited above focused on administrators; Foskett's study (1969) of role analysis pointed up variance in perceptions between two groups of role definers with regard to certain aspects of a teacher's role. This study, however, explores the role of the paraprofessional (paid aide).

The research focused on the following questions:

1. To what extent do paid elementary school aides agree among themselves regarding their role?
2. To what extent do members of other populations (teachers, principals) agree among themselves regarding appropriate behavior for paid aides?
3. To what extent does each of the subject populations agree with each of the other populations regarding the role of aides?
4. To what extent is each of the populations able to predict the role expectations of the other populations?
5. To what extent does physical space (the open-space vs. the traditional school) affect the role expectations and behavior of the aides?
6. What are the perceptions of the behavior of the aides held by the teachers and aides?
7. To what extent do expectations and perceived behavior agree?

METHODOLOGY AND INSTRUMENTATION

The Community and the School District

The data for this study were gathered in the Cupertino Union School District, a rapidly growing district in the south San Francisco Bay region. There are 36 elementary schools (K-6) and six junior high schools (7-8) serving 18,250 students. The schools participating in the project range from open-space to traditional in terms of their physical structures. Each differentiated staffing school had implemented its own particular organization while remaining within district and state guidelines.

Cupertino is a suburban community, substantially homogeneous both ethnically and socioeconomically. Whites comprise 95% of the population; Mexican-Americans, 2%; Orientals 2.5%; Negroes, .25%;and American Indians, .25%. A large portion of residents are professional and white-collar workers; Cupertino is within commuting distance of the peninsula and San Francisco. Most residents have a college backgrcund and are within lower- to upper-middle income groups. In 1965, the average income was 50% higher than the average income for the county as a whole. Housing in Cupertino is made up of single dwellings ranging in cost from $30,000 to $80,000. A few multiple-dwelling units have been constructed on the periphery of the school district. Rent in these structures ranges from $275 to $450 per month. Migrant workers, who constitute less than 1% of the population, live in the less desirable, older section of town, in what were once farm labor camps.

The Instrument

The basic instrument used to gather information in the study was a role-norm inventory containing twenty-four role items clustered in four major areas or roles. Role 1 was comprised of seven items pertaining to Instructional-Management activities. Role 2 was comprised of five items that pertain to Instructional-Teaching activities. Role 3 was comprised of six items that pertain to Instructional-Support activities. Role 4 was comprised of six items that pertain to Clerical activities. These groupings of items were determined by the subject populations to be appropriate, as were the titles for the individual items.

Items for the inventory were selected primarily from another study of aide duties conducted in North Carolina (Emmerling and Chavis). These items were then submitted to two teams of aides and two teams of teachers randomly selected from the experimental schools. The results of these teams' choices constitute the basic instrument used in this study. A subsequent list of definitions for each task item was generated to answer some potential questions and assist in simplifying the task of the respondent (see Appendix). An effort was made to formulate all role-norm items in terms of specific rules of behavior.

The role-norm inventory contained the following items:

Role 1: Instructional-Management

Item

1. Assign homework or extended work
2. Diagnose learners' needs
3. Administer punishment
4. Do lesson planning
5. Evaluate pupil work and assign marks (Summary grades)
6. Report to parents
7. Attend team or staff meetings

Role 2: Instructional-Teaching

Item

8. Give original instruction to large groups
9. Give original instruction to small groups
10. Give original instruction to individuals
11. Supervise small group discussion or drill
12. Supervise individual discussion or drill

Role 3: Instructional-Support

Item

13. Supervise lunch or recess periods
14. Operate audiovisual equipment
15. Make arrangement for parent-teacher conferences
16. Supervise pupil projects, chores, and jobs
17. Prepare material for next period's/day's instruction
18. Clean up after art and other projects

Role 4: Clerical Tasks

Item

19. Collect monies
20. Do typing
21. Run dittoes and stencils
22. Prepare bulletin boards
23. Correct papers
24. Record keeping and administrative tasks

It may be noted that the items are arranged on a scale of professionalism. Those items which comprise the high professional tasks are located in the first twelve items, or Roles 1 and 2 of the inventory, and low professional tasks are located in the second twelve items, or Roles 3 and 4.

Five response categories were provided: (1) definitely should not; (2) should not; (3) may or may not; (4) should; and (5) definitely should.

Two copies of the inventory were given to each respondent. One copy contained the lead phrase "I think that an aide . . .," and each population was requested to check the response category best representing their own view (expectations) of the tasks aides should perform. The other copy was used to secure one population's perception of the views held by another, e.g., aides' perceptions of teachers' views of the role of aides; in this case the second copy of the inventory would contain the lead phrase "I think that most teachers would say that an aide . . .," and the aides would check for each task the response they thought would be made by most teachers.

A task log was developed for the purpose of indicating perceptions of aides' behavior. It was an inventory containing the same twenty-four role items. The five response categories were: (1) never (0); (2) seldom (2-3 per month); (3) occasionally (2-3 per week); (4) frequently (daily); and (5) very frequently (2-3 per day). Each task log contained the lead phrase "How often have you (has the aide) performed each task?" Each population was requested to check the frequency with which each task was done by aides. Aides and teachers were cautioned not to collaborate with each other regarding the number or nature of the tasks reported.

The responses of each population to the task log constitute the perceptions of aides' behavior. The total responses to each item may be found in the Appendix.

Data Gathering

The data in this study constitute a map of the normative structure of the differentiated staffing project as it pertains to the role of the aide.

A structured questionnaire, or inventory, was administered by the author to ascertain expectations for the role of the aide held by each of the subject populations. In addition, each respondent was requested to keep a task log comprised of the same items as the expectation inventory. The respondents were to indicate on the task log how frequently a certain task was performed by aides. Selected samples of each population were interviewed to ensure that the instruments were reliable and valid and to glean additional information relevant to school organization.

All teachers were administered the questionnaire in groups of sixteen or less, school by school. The questionnaires and task logs were kept anonymous. Code numbers identified the populations. This same procedure was applied to aides. All respondents were requested to begin and end the task log on the same dates. To preserve reliability and validity in the responses to the task log, the author informally interviewed each respondent each day, once in the morning and once in the afternoon, to answer questions or to assist in redefining particular items.

Data Analysis

Responses to the expectation inventories were scored from 1 ("definitely should not") to 5 ("definitely should"). Mean response scores were computed in order to determine the average response of each population to each item and each role. Scores near 1.0 were regarded as "least permissive" or "most restrictive"; scores near 5.0 were regarded as "most permissive" or "least restrictive." This interpretation is relative; i.e., one mean score is compared with another.

A fixed scale was also derived. A trichotomy was obtained by collapsing the two negative categories and the two positive categories, and holding the neutral category constant. Then equal intervals (1.0) were derived using the mean scores 1.5 as low negative and 2.49 as high nega-

tive; 2.5 as low neutral and 3.49 as high neutral; 3.5 as low positive and 4.5 as high positive. Only four mean scores fell below low negative and one rose above high positive.

Mean response scores ranging between 1.5 and 2.49 are interpreted to mean that aides should not or seldom did assume responsibility for a specific task or duty. All scores from 2.50 to 3.49 are interpreted to mean that aides occasionally should or occasionally did assume responsibility for a particular task. Scores from 3.50 to 4.50 will mean that aides should or frequently did assume responsibility for a specific task or function.

In the second kind of analysis, variance for each mean response score was also obtained to determine the amount of dispersion about the computed mean. Results of the analysis of variance are reported in "disagreement" terms. Thus, a low score indicates more agreement within the ranks of a subject population. In the study, the variance scores are relative, one to another, and subsequent discourse will not be interpreted from a fixed scale.

In the third kind of analysis, the variance ratio or F ratio was used to test the significance of differences among the means on each item and each role. The F ratio was also used to test the significance of differences of means on each item and each role between expectations and perceptions of the aides' actual behavior held by each of the subject populations.

Mean scores, variance scores, and F ratios obtained by means of analysis of variance are reported below. Teachers and aides constituted the primary groups for analysis. Administrators, since they did not work closely with an aide during the two-week period of the task log, constituted the secondary group for analysis; their expectations are discussed later in this study.

The data show where and to what extent there is agreement within and between subject populations over the twenty-four items and four roles or areas. Mean scores identify the areas and items in which teachers and aides agree or disagree. Variance scores identify the amount of agreement within a subject population relevant to a reported

mean score. F ratios identify significant differences between mean scores held by two populations or between mean scores for two categories held by one or more populations.

Mean scores and variance scores are presented below for twenty-four items and four roles over three categories. Next, three graphs compare the categories, illustrate trends, and denote deviant groups. Third, the Fisher test of significance between means is presented for twenty-four items and four roles. Finally, selected groups of items will show the extent of agreement between subject populations.

RESULTS

Overview of the Data

Table 1 presents an overview of the data obtained from teachers and aides. First, mean scores reported by teachers and aides are presented for each of the twenty-four items of the role-norm inventory. Next, average mean scores for each of the four roles are presented. Third, variance scores for each of the twenty-four items are displayed. Finally, average variance scores for each of the four roles are shown. The data are presented for each of three categories--Role Expectations, Counterparts' Role Expectations, and Behavior--which were measured by three separate test instruments (see Appendix).

Role Expectations. Mean scores reported by teachers for this category were generally more restrictive, as indicated in fifteen of twenty-four items, than mean scores reported by aides. While this finding is not statistically significant, a trend toward more restrictiveness on the part of teachers is apparent. Conversely, there is a trend toward more permissiveness on the part of aides.

Variance scores for teachers indicated more agreement within their own ranks in eighteen of twenty-four items than did variance scores for aides. Thus, there is a trend toward more cohesiveness within the ranks of teachers than within the ranks of aides.

TABLE 1

Mean Scores and Variance Scores for Each Item and Role Summary Scores

	Role Expectations				Counterparts' Role Expectations				Behavior			
	$\bar{X}$		S^2		$\bar{X}$		S^2		$\bar{X}$		S^2	
	T	A	T	A	T	A	T	A	T	A	T	A
Item												
1	2.50	2.70	.794	.778	2.27	2.36	.833	1.072	1.72	1.64	1.094	.918
2	2.89	3.12	1.020	1.053	2.75	2.88	.952	1.139	2.75	3.01	1.905	1.714
3	3.00	3.52	1.238	.821	2.84	3.58	.959	.900	2.03	2.88	1.047	1.289
4	2.39	2.48	.781	1.030	2.16	2.28	.674	.831	1.91	2.10	1.483	1.717
5	2.78	2.80	1.189	1.252	2.64	2.58	.932	1.168	2.72	2.58	1.856	1.915
6	1.84	1.87	.642	.743	1.86	1.64	.567	.534	1.16	1.07	.356	.069
7	3.67	3.77	.764	.720	3.39	3.35	.750	1.123	1.97	2.38	1.047	1.613
Role 1	2.72	2.89	.428	.466	2.56	2.64	.313	.411	1.98	2.25	.555	.407
Item												
8	2.17	2.46	.684	1.177	2.03	2.38	.697	1.016	1.75	2.07	1.175	1.604
9	2.89	3.15	1.051	1.430	2.81	2.97	1.139	1.476	2.58	3.10	2.280	1.962
10	3.28	3.44	1.189	1.711	3.13	3.30	1.032	1.554	3.22	3.51	2.396	1.806
11	4.27	4.26	.547	.645	4.06	4.07	.567	.427	4.14	3.99	1.012	1.104
12	4.36	4.33	.456	.735	4.19	4.22	.504	.435	4.27	4.22	.897	1.211
Role 2	3.41	3.57	.594	.608	3.22	3.44	.491	.606	3.25	3.38	.603	.833
Item												
13	3.66	3.36	.928	.948	3.25	3.75	.952	.907	2.44	2.62	2.187	1.888
14	3.98	3.94	.651	.683	3.52	4.00	.666	.567	1.81	2.32	1.139	1.511
15	2.50	2.32	.921	1.093	2.31	2.28	.917	.987	1.14	1.13	.155	.296
16	4.00	4.16	.698	.645	3.89	4.06	.639	.482	3.17	3.54	1.256	1.474
17	3.17	3.58	.938	.634	3.09	3.46	.848	.821	2.38	2.88	1.413	2.146
18	3.41	3.71	.848	.854	3.36	3.90	.583	.504	2.48	2.91	1.619	1.758
Role 3	3.45	3.61	.442	.389	3.30	3.62	.339	.381	2.33	2.64	.573	.680
Item												
19	3.56	3.61	.821	.982	3.31	3.58	.917	.810	1.81	1.94	1.012	1.237
20	4.00	3.96	.603	.626	3.88	4.17	.460	.655	1.98	2.55	1.158	1.444
21	4.16	4.16	.483	.476	4.02	4.33	.460	.466	3.20	3.45	1.117	.877
22	3.61	3.71	.559	.861	3.38	3.83	.619	.804	2.13	2.36	.937	.824
23	4.17	3.94	.526	.700	4.03	4.30	.570	.426	4.53	4.48	.888	.851
24	3.91	3.88	.721	.989	3.70	3.97	.783	1.253	4.00	4.13	2.000	1.739
Role 4	4.02	3.94	.428	.550	3.83	4.13	.404	.385	2.98	3.22	.619	.324

Average mean scores held by both teachers and aides were scaled consistently from low to high over the four roles. The low point of the scale begins with Role 1, Instructional-Management. Both teachers and aides agreed that aides should occasionally perform Instructional-Management tasks; that aides should frequently perform Instructional-Teaching tasks; that aides should frequently perform Instructional-Support tasks; and that aides should frequently perform Clerical tasks. Thus, role expectations held by both teachers and aides are high in three of four roles.

Aides were more permissive than teachers in Role 1, Instructional-Management, Role 2, Instructional-Teaching, and Role 3, Instructional-Support. Teachers were more permissive in Role 4, Clerical.

Average variance scores for teachers indicated more agreement within their own ranks in three of four roles than did average variance scores for aides. Aides were a more cohesive group in Role 3, Instructional Support, than were teachers.

Counterparts' Role Expectations. Mean scores reported by teachers for this category were generally more restrictive, as indicated in twenty of twenty-four items, than mean scores reported by aides. Thus, teachers imagined that aides were more restrictive than aides imagined teachers were.

Variance scores for teachers indicated more cohesiveness within their own ranks in fifteen of twenty-four items than did variance scores for aides. It is interesting to note, however, that aides were more cohesive within their ranks in five of six items that comprise Role 3, Instructional-Support. Mean scores held by aides on these five items are more permissive than mean scores held by teachers. Aides are in agreement that teachers will expect them (aides) to frequently perform five of the six tasks in Role 3, Instructional-Support.

Average mean scores for both teachers and aides are also scaled consistently from low to high over the four roles, beginning with Role 1. For Role 1, Instructional-Management, both teachers and aides agreed that their counterparts would report that aides should seldom assume responsibility for this role. For Role 2, Instructional-Teaching,

teachers indicated that aides would report that aides should occasionally assume responsibility for this task, while aides indicated that teachers would report that aides should frequently assume responsibility for this role. For Role 3, Instructional-Support, teachers indicated that aides would report that they (aides) should occasionally assume responsibility for this role, while aides indicated that teachers would report that aides should frequently assume responsibility for this role. For Role 4, Clerical, both teachers and aides agreed that their counterparts would report that aides should frequently assume responsibility for this role.

Average variance scores for teachers indicated more agreement within their own ranks than did aides in three of four roles. Teachers were less cohesive than aides on Role 4, Clerical.

Behavior. For this category, mean scores reported by both teachers and aides were generally more restrictive than were the mean scores reported by each population for the preceding categories. However, mean scores for teachers were more restrictive than were mean scores reported by aides in seventeen of twenty-four items. Thus, there was a tendency for teachers to be more restrictive and aides to be more permissive.

Teachers indicated more agreement within their own ranks than did aides in fourteen of twenty-four items.

Average mean scores for teachers were more restrictive in all four roles than were average mean scores for aides. Both teachers and aides indicated that aides seldom performed Role 1, Instructional-Management. For Role 2, Instructional-Teaching, teachers reported that aides occasionally performed this role; aides reported that they frequently performed in this role. For Role 3, Instructional-Support, teachers indicated that aides seldom performed in this role, while aides reported that they occasionally performed in this role. For Role 4, Clerical, both teachers and aides reported that aides occasionally performed in this role.

Average variance scores were divided. Aides were more cohesive within their own ranks than were teachers for Role 1, Instructional-

Management, and Role 4, Clerical. Teachers indicated more agreement within their own ranks for Role 2, Instructional-Teaching, and Role 3, Instructional-Support.

The figures that follow present plotted mean scores for teachers and aides over three categories. Each of the twenty-four items of the role-norm inventory was plotted on a graph whose grids represent mean scores.

Figure 1 presents mean scores held by teachers and aides plotted for each item of the Role Expectations category. Both teachers and aides had high expectations, as indicated in twenty of twenty-four items which exceeded 2.5. Only four items fell below 2.5. These four items are: item 6, reporting to parents, item 4, do lesson planning, item 15, make arrangements for parent-teacher conferences, and item 8, give original instruction to large groups.

Figure 2 presents mean scores held by teachers and aides plotted for each item of the Counterparts' Role Expectations category. Teachers and aides reported high expectations (above 2.5) held by their counterparts for eighteen of twenty-four items. Six items fell below 2.5. The six items are: items 6, 4, 8, 15, and item 1, assigning homework or extended work, and item 3, administering punishment.

Figure 3 presents mean scores held by teachers and aides plotted for each item of the Behavior category. Teachers and aides both reported nine of twenty-four items above 2.5. Teachers reported more limited frequency in the Behavior category than did aides. Teachers reported that aides performed nine of twenty-four items above the 2.5 center point, whereas aides reported thirteen items above 2.5. Thus, aides reported more frequent activity in selected items than did teachers. The items that fell below the 2.5 center point for both groups are: items 6, 15, 1, 8, 4, and item 19, collect monies, item 7, attend team or staff meetings, item 14, operate audiovisual equipment, and item 22, prepare bulletin boards.

It is interesting to note in this figure several groupings which are distinctly separate from the main group. Items 23, 24, 11, 12, 21,

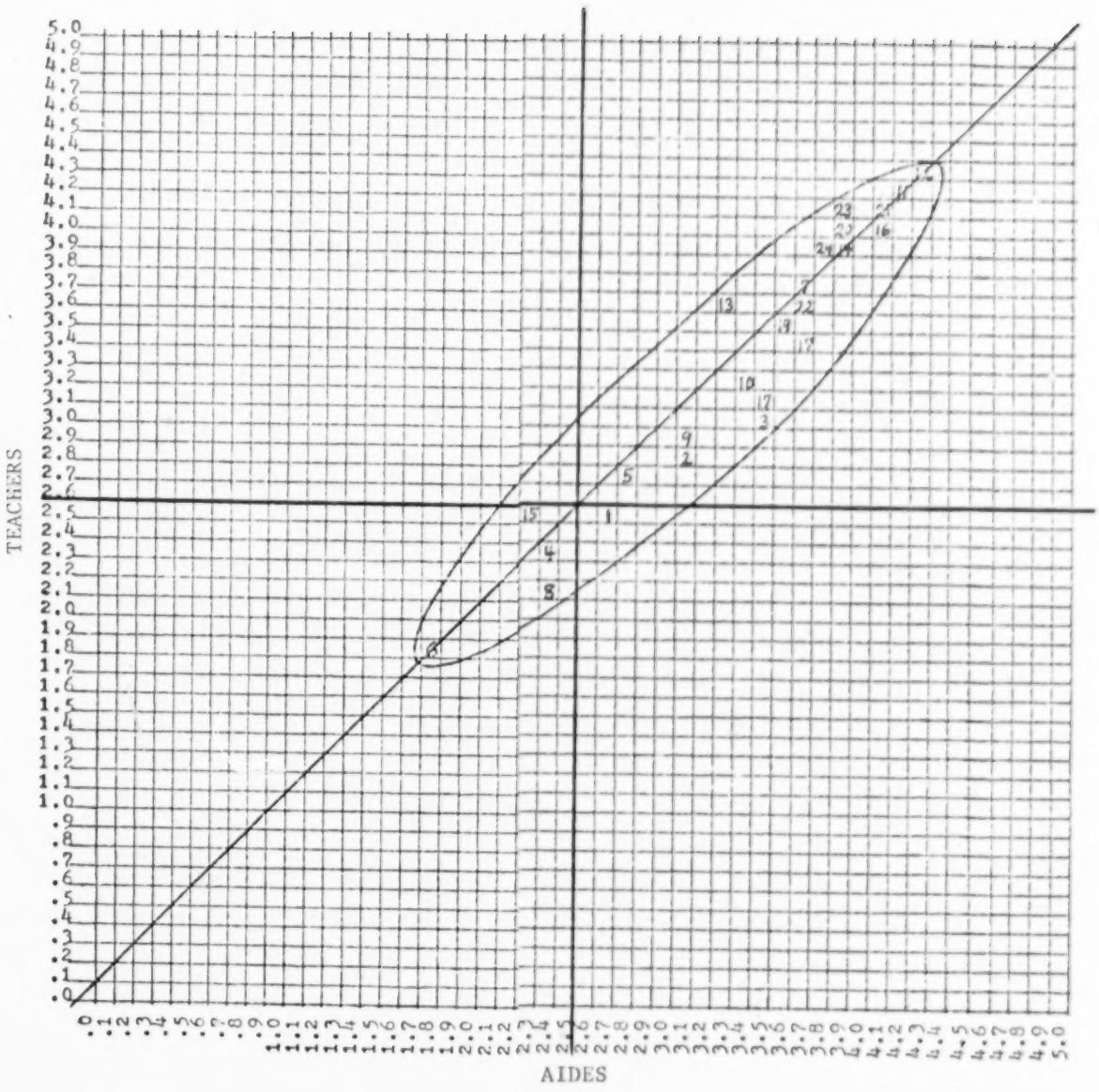

Fig. 1. Mean scores plotted for each item of role expectations reported by teachers and aides.

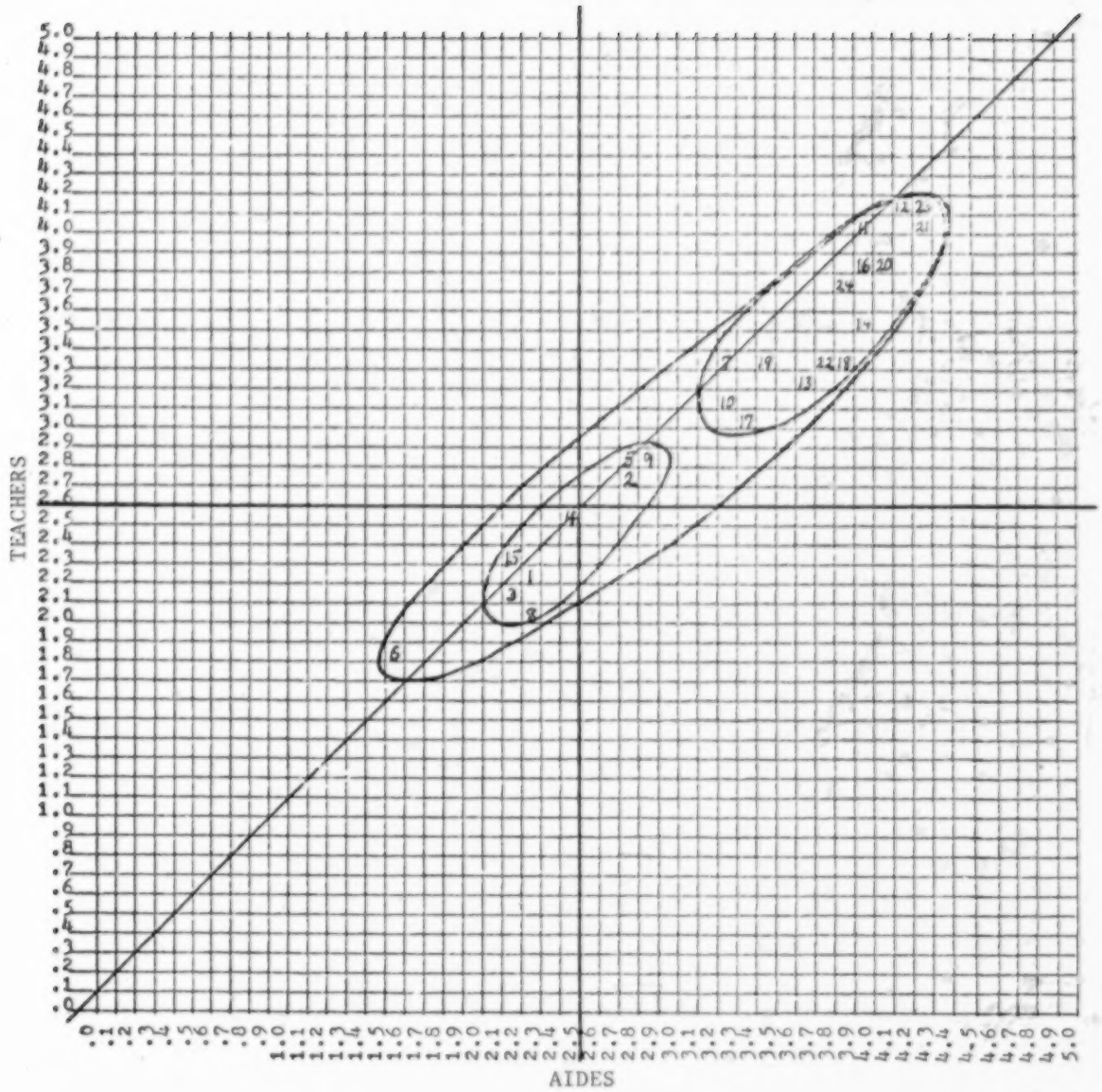

Fig. 2. Mean scores plotted for each item of counterparts' role expectations reported by teachers and aides.

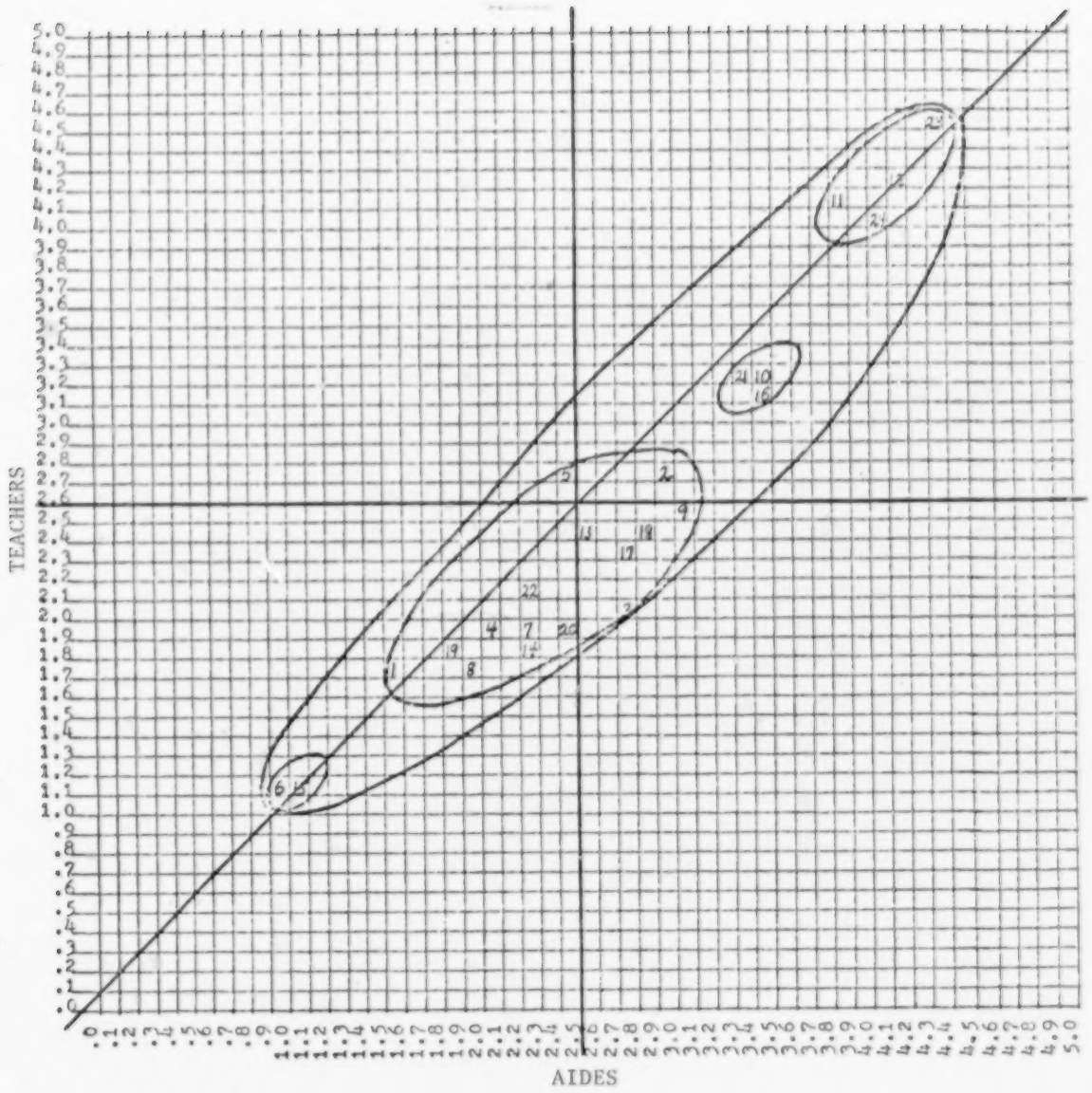

Fig. 3. Mean scores plotted for each item of behavior reported by teachers and aides.

10, and 16, are clearly activities which were performed frequently. Items 6 and 15 are clearly activities which were seldom performed.

Figures 1, 2, and 3 show several items consistently in the lower quartile. These were items 6, 15, 8, 4, and 1. Thus, a trend is emerging that identifies the activities which make up the role of the paid aide in the Cupertino Differentiated Staffing Project. It appears that both teachers and aides had distinct ideas about what comprised the role of the aide. The following sections present teachers' and aides' responses in detail.

General Agreement

1. Generally the teacher and aide populations agreed on the task items that aides should and should not perform. Both indicated that aides should perform the following tasks: task 11, supervise individual group drill and discussion; task 12, supervise small group drill and discussion; task 10, give original instruction to individuals; task 9, give original instruction to small groups; task 23, correct papers; task 24, record keeping and administrative tasks; task 16, supervise pupil projects and chores; task 19, collect monies; task 20, do typing, task 21, run dittoes and stencils; task 22, prepare bulletin boards; task 14, operate audiovisual equipment; task 17, preparation of materials for next day's/period's instruction; task 18, clean up after art and other projects; task 2, diagnose learner needs; task 3, administer punishment; task 5, evaluate pupil work and assign marks; task 7, attend team or staff meetings; task 13, supervise lunch and recess periods. And both agreed that aides should not perform task 1, assign homework or extended work; task 8, give original instruction to large groups; task 4, do lesson planning; task 6, report to parents; or task 15, make arrangements for parent-teacher conferences. Differences between mean scores for the two populations were in intensity and not direction. Thus, both populations clearly identified the tasks that comprised the expectations for the role of the paid aide at the time of the study.

2. Mean scores for the Counterparts' Role Expectations category were consistently lower than for the Role Expectations category, but

generally paralleled the Role Expectations category more closely than did mean scores for the Behavior category. Both populations expected their counterparts to agree with their own expectations, although they might report somewhat lower frequency for some items.

Mean scores for the Role Expectations and Counterparts' Role Expectations categories generally are scaled from low to high, beginning with Role 1, item 1, and ascending to Role 4, item 24. Both populations wanted and expected their counterparts to want aides to perform Clerical tasks most often and to perform successively less Instructional-Support, Instructional-Teaching, and Instructional-Management. Thus, on a scale of professionalism, both populations expected aides to perform lower professional tasks (clerical and support roles) more often, and the higher professional tasks (teaching and management roles) less often; and they expected their counterparts to share these expectations.

3. For all populations, mean scores for the Role Expectations and Counterparts' Role Expectations categories exceeded mean scores for the Behavior category in all four roles and all twenty-four items, with the exception of item 10, give original instruction to individuals, item 23, correct papers, and item 24, record keeping and administrative tasks. Generally, aide performance in a role or task did not realize the full potential expected by everyone. Although mean scores for Behavior generally indicated lower frequency of performance than mean scores for Role Expectations or Counterparts' Role Expectations predicted, it is interesting to note that aides performed higher professional task (Instructional-Teaching) more frequently than expected.

Agreement Among Teachers

Mean scores for teachers were generally more permissive in the Role Expectations and Counterparts' Role Expectations category. Mean scores for Role Expectations were consistently higher than the Counterparts' Role Expectations category. Mean scores for the Role Expectations and Counterparts' Role Expectations categories paralleled each other more closely than mean scores for Behavior paralleled either category. While teachers expectations generally exceeded behavior in all of the four

roles and twenty-four items, aides were observed to perform higher professional tasks (Instructional-Teaching) more often than lower professional tasks (Support and Clerical).

The teachers indicated specific tasks which defined the role of the aide: item 10, give original instruction to individuals, item 11, supervise individual drill and discussion, item 12, supervise small group drill and discussion, item 16, supervise pupil projects and chores, item 21, run dittoes and stencils, item 23, correct papers, and item 24, record keeping and administrative tasks, as tasks which should be and were performed frequently; item 6, report to parents, item 15, make arrangements for parent-teacher conferences, item 1, assign homework or extended work, item 8, give original instruction to large groups, and item 4, do lesson planning, as items which should be and were performed seldom; and item 2, diagnose learner needs, item 5, evaluate pupil work and assign marks, and item 9, give original instruction to small groups, which should be and were performed occasionally. Items in which expectations exceeded behavior were item 3, administer punishment, item 7, attend team or staff meetings, item 13, supervise lunch and recess, item 14, operate audiovisual equipment, item 17, preparation of materials for the next day's/period's instruction, item 18, clean up after art and other projects, item 19, collect monies, item 20, do typing, and item 22, prepare bulletin boards. The teachers indicated high expectations on these items but reported low performance. They had quite definite expectations on all of the twenty-four items. However, these expectations were generally realized in behavior in only fifteen of the twenty-four items (64%).

Aides were reported by teachers to have performed nine of the twenty-four items less frequently than teachers had expected. These items are in the Instructional-Management, Instructional-Support, and Clerical roles; none was in the Instructional-Teaching role. It is interesting that mean scores for the Role Expectations and the Behavior categories were more congruent in the Instructional-Teaching role. From the trend in national studies (see Bowman and Klopf, 1968; Singer, 1962; Wetterer, 1967), one might expect more congruence between expectation and behavior in the Clerical or Instructional-Support roles. However,

in this study teachers reported that aides performed 50% of the Clerical tasks, 68% of the Instructional-Support tasks, and 28% of the Instructional-Management tasks less frequently than expected; and that aides performed 100% of the Instructional-Teaching tasks as frequently as expected using one category difference (1.0) as criterion.

Agreement Among Aides

Mean scores reported by aides generally were more permissive in the Role Expectations and Counterparts' Role Expectations categories than in the Behavior category. Exceptions to this finding were evident in item 10, give original instruction to individuals, item 23, correct papers, and item 24, record keeping and administrative tasks. Aides reported that they performed tasks 10, 23, and 24 more frequently than they expected.

The Role Expectations category consistently indicated higher mean scores than did the Counterparts' Role Expectations category. The Counterparts' Role Expectations category paralleled the Role Expectations category more closely than did the Behavior category. Although expectation scores exceeded behavior scores in twenty-one of twenty-four items (88%), aides reported that they performed higher professional tasks more often than lower professional tasks.

Aides identified specific tasks which defined their role. It involved item 10, give original instruction to individuals, item 11, supervise individual drill and discussion, item 12, supervise small group drill and discussion, item 16, supervise pupil projects and chores, item 21, run dittoes and stencils, item 14, operate audiovisual equipment, item 23, correct papers, and item 24, record keeping and administrative tasks, (32%), as items which should be and were frequently performed by aides. Item 13, supervise lunch and recess periods, item 3, administer punishment, item 17, preparation of materials for next period of instruction, item 18, clean up after art and other projects, item 2, diagnose learner needs, item 9, give original instruction to small groups, and item 5, evaluate pupil work and assign marks, (28%), were reported as items which should be and were occasionally performed by aides. Item 6, report to parents, item 8, give original instruction to large groups, item 15, make arrangements for parent-teacher conferences, and item 4,

do lesson planning, (16%), were items which should be and were seldom performed by aides. And item 14, operate audiovisual equipment, item 20, do typing, item 7, attend team or staff meetings, item 22, prepare bulletin boards, and item 19, collect monies, (24%), were items on which the aides had high expectations and low performance.

The aides were quite clear about their expectations on all twenty-four items. However, these expectations were generally realized in performance in only nineteen of twenty-four items (80%). The criterion used to identify the deviant five items was one category mean difference between Role Expectations and Behavior categories.

Aides reported that they performed five tasks frequently, although the mean scores for the expectations regarding the five items were not high. These items are located in the Instructional-Management, Instructional-Support, and Clerical roles. None of the deviant items was found in the Instructional-Teaching role.

Agreement Among Administrators

Mean scores for administrators were more permissive in the Role Expectations category than in the Counterparts' Role Expectations category (see Table 2). Mean scores in both categories were scaled from low to high, beginning with Role 1 and ascending to Role 4. Administrators indicated that aides should perform all of the roles and that aides would respond in a similar manner. Administrators were somewhat restrictive in expecting aides to assume less responsibility for Roles 1 and 2 than for Roles 3 and 4. Thus, administrators had high expectations for aides over the four roles ascending from Role 1 to Role 4.

TABLE 2

Mean Scores for Administrators Across Four Roles

Role	Role Expectations	Counterparts' Role Expectations
Role 1 Instructional-Management	2.50	2.16
Role 2 Instructional-Teaching	3.00	3.00
Role 3 Instructional-Support	4.00	4.00
Role 4 Clerical	4.16	4.00

Perceptions and Misperceptions

This study is a first attempt to look into aides' views of counterposition expectations in a school district with a differentiated staff. How accurate were their perceptions?

Mean scores for Counterparts' Role Expectations--for both teachers and aides--indicated the greatest number of statistically significant differences, 54% (13/24), of all three categories. Mean scores indicated that teachers were more restrictive in 83% (20/23) of the items than were aides and that this restrictiveness reaches the level of significance in 65% (13/20) of these items. Conversely, mean scores for aides indicated more permissiveness with regard to 83% (20/24) of the items in the Counterparts' Role Expectations category; mean differences reach the level of significance in 65% (13/20) of the items. The following paragraphs will compare each of the four roles and the items contained therein.

Role 1, Instructional-Management. Seven items are involved. Teachers are more permissive on three items while aides are more permissive on

four. However, differences reached the .01 level of significance on item 3, administer punishment. Aides strongly indicated (3.52) that teachers would report that aides should assume this responsibility frequently. Teachers reported that aides would indicate that aides should assume this responsibility (3.0)occasionally. Thus, for the items in Role 1, differences noted are in intensity and not direction.

Role 2, Instructional-Teaching. Differences between teachers and aides reached the .01 level for item 8, five original instruction to large groups. While both teachers and aides generally agree in Role 2, teachers indicated more restrictiveness in mean scores in all five items than did aides. However, differences were in intensity and not direction.

Role 3, Instructional-Support. Differences reached the level of significance in four of six items. Teachers had more restrictive scores in five of six items. Since these tasks may be of a less professional nature, aides assumed that teachers expected them to perform these tasks more frequently; teachers assumed that aides would expect to perform them less frequently. Generally, teachers suspected aides of trying to relinquish their responsibility in this role and aides suspected teachers of trying to foist this role on them.

If one of the purposes of the Cupertino Differentiated Staffing Project is for aides to assume responsibility for a number of tasks that comprise the Instructional-Support role, then in-service training may be warranted.

Role 4, Clerical. Mean scores between teachers and aides reached the .01 level of significance in four items and .05 level of significance in two items. Thus, all items in Role 4 indicated significant differences between means. The differences are in intensity, however, and not in direction. Both teachers and aides generally concurred over the six items, but teachers reported lower scores than did aides. Aides generally assumed that teachers would report higher scores than they did, and teachers assumed that aides would report lower scores than aides did. Again, teachers were wary that aides would refrain from assuming responsibility for less professional tasks, and aides were wary lest teachers foist these tasks upon them.

Both populations seem to have had some misgiving about clerical tasks. Job clarification through in-service training is warranted.

While differences between mean scores is in intensity and not direction, misperception on the part of both populations with regard to Roles 3 and 4 could lead to role conflict. Remediation has been suggested above.

Effects of School Design

It is not the purpose of this study to argue the merits of one school's physical structure over that of another, but the data clearly indicate that some differences between traditional and open-space schools do affect teachers' and aides' views.

All five schools interviewed applicants during the year prior to the implementation of the differentiated staffing project (in September 1971). Each staff member was self-selected and indicated, in writing, a willingness to work toward the success of the project. Any effects resulting from staff members displeased with their assignments can therefore be discounted.

The three open-space schools themselves were not new to the teachers who worked in them during the differentiated staffing project; they had been in operation for several years. Hence, any effects caused by the novelty of the setting can also be discounted.

There is some general acceptance of the concept that innovative teachers gravitate toward schools that offer innovative programs. This idea must be considered in light of the recruitment and selection process; however, if there was such an influx of innovative teachers, all schools in the project benefited equally.

Given the above possibilities, there is some evidence that differences in physical structure reinforce different attitudes about teachers' and aides' behavior.

Meyer and Cohen (1971) found that in open-space schools interaction and evaluation among teachers and the authority of groups of teachers are stronger than the individual teacher or than school policy. The influence of teacher groups is partly affected by teacher interaction

rates, but this indirect effect is much smaller than the direct effect of the type of school. In other words, even when teacher interaction measures are held constant, teachers in open-space schools report much higher levels of influence. The open school also affects teachers' sense of autonomy; this is another direct effect of the amount of teacher interaction and teacher group influence.

Increased interaction among teachers and increased teacher group influence are apparently partially responsible for job satisfaction among teachers. The entirely autonomous teacher is isolated from the professional community; this isolation is not particularly attractive to the teacher. Teachers in open schools, however, find a day-to-day challenge in maintaining their autonomy while they relate to their colleagues; and they are more satisfied with their jobs than are teachers in traditional schools.

Increased interaction of teachers allows for interpersonal influence and allows teachers to reward each other for teaching skills. The possibility of being commended by fellow teachers causes increased ambition among teachers in open-space schools. This ambition does not appear to be present in traditional schools.

Teachers in open classrooms are more willing to share their duties and teaching techniques than are their counterparts in traditional settings. This finding is analogous to a finding reported by both aides and teachers in the Cupertino Differentiated Staffing Project: teachers in open classrooms allow aides to share their Instructional-Teaching role to a greater extent than do teachers in traditional classrooms. Indeed, if increased adult-student contact in the instructional area is one of the goals of the Cupertino project, it is being met more completely in the open-space schools than in the traditional schools, according to data obtained from both teachers and aides.

DISCUSSION

During the course of the study other, less formally structured information was gathered which should be included. These data describe,

but do not explain. However, some further inferences and explanations can be advanced which go somewhat beyond the structured data.

1. It is interesting that teachers' and aides' expectations and reports of aides' behavior are so similar. The similarity might be attributed to the fact that the aides were hired from the school attendance areas of the differentiated staffing project. As noted above, Cupertino is a homogeneous community of fairly affluent middle-class parents in professional or semiprofessional positions. Ethnic minorities made up only about 5% of the total population at the time of the study. With this similarity of orientations in the community, even aides with only a high school education tended to reflect the values and expectations of the immediate community. One might expect a fair amount of congruence rather than conflict between teachers and aides. And this congruence was generally born out by the data reported in this study.

When teachers and aides did disagree, they seemed to disagree most often about the Instructional-Support and Clerical tasks and especially about the "dirty" or clean-up type of tasks. Teachers felt aides reneged in assuming responsibility for these tasks, and aides felt teachers foisted these tasks upon them. If teachers and aides hold similar values and orientation as suggested in the foregoing, then the community aides might gravitate toward performing higher professional tasks and be hesitant to perform "custodial" or lower tasks. If, as indicated by mean scores for Expectations, aides <u>should</u> perform these lower tasks, then it may be necessary to obtain aides from outside the district who will be willing to perform such services.

Forty percent of the aides in this project had earned a college degree. Thirty percent had completed the requirements for teacher training in California or other states and held the appropriate teaching credentials. Fifty-eight percent of the aides were between the ages of 36 and 45; a majority of the teachers were between 25 and 35.

2. Although teachers and aides were generally in agreement about the definition of the role of the aide, a number of aides indicated during subsequent informal chats that they wished the district had implemented all of the differentiated positions stipulated in their State

Proposal. Some aides were content to do clerical tasks and did not aspire to be assistant teachers or classroom teachers. Thus, early implementation of the proposal could eliminate a potential conflict situation.

3. Another interesting factor was that aides expressed a general feeling that the salary was too low, and that they were treated unfairly. A majority of paid aides indicated that they "volunteered" from thirty minutes to two hours a day. They wanted pay for this time or no volunteer time.

4. Another interesting factor was the willingness of teachers in open-space classrooms to share their teaching responsibilities more often with aides than did teachers in traditional classrooms. Teachers in traditional classrooms used aides more often in instructional support and clerical tasks. Certainly this finding warrants additional study.

It is important to reiterate that the Cupertino Differentiated Staffing Project was in its preliminary stages of development at the time this study was done and that the only staff differentiation was between teachers and aides in each classroom. The career steps suggested in the proposal had not been fully implemented either for teachers or aides. While the term Differentiated Staffing Project is used in this study, it is used more to identify the schools that are involved in the project rather than a program in full operation. It is hoped that in the future the full range of positions stipulated in the proposal will be used.

This study has confirmed the need for further study of the role of the aide in the Cupertino Differentiated Staffing Project. The following are recommendations:

1. This study considered only the attitudes of adult participants in the project. What about the clients? Student assessment of aide helpfulness and use in the classroom might provide additional information relevant to the continuance of the paid aide program.

2. Parents should be surveyed to determine their attitudes and their impressions of their children's attitudes toward the use of paid aides and toward the Differentiated Staffing Project itself. This information could be useful in determining a vehicle for effective public relations.

3. According to the findings, some confusion existed between teachers and aides with respect to audiovisual media. A series of in-service workshops could alleviate this confusion. It is recommended that the district office provide the necessary leadership.

4. This study dealt primarily with paid aides, but a number of schools in the Cupertino district use volunteer aides. These volunteer aides should be surveyed to determine whether significant differences exist between activities performed by paid aides and volunteer aides. An instrument similar to the one used in this study should be considered if comparisons are to be made.

5. One of the purposes of this study was to provide the district with a test instrument that would be easy to duplicate and administer. Thus, it is recommended that this study be replicated, at a time to be determined by the district, in order to assess the extent of professionalism assumed by aides.

6. In this study, several items consistently indicated significant high mean difference scores between subject populations. These items should be assessed by the district administrators to determine whether a policy would provide the desired congruence between the goals and perceptions held by teachers and aides about the role of paid aides.

7. Ultimately, evaluation of goal attainment by pupils--i.e. the extent of learning--under the different uses of staff and staffing patterns will need to be made, both on a total basis and on a cost comparison basis.

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APPENDIX

ROLE EXPECTATIONS

I think that an aide:

	(5) Definitely Should	(4) Should	(3) May or May Not	(2) Should Not	(1) Definitely Should Not	
1.						assign homework or extended work.
2.						diagnose learner needs.
3.						administer punishment.
4.						do lesson planning.
5.						evaluate pupil work and assign marks. (Summary grades)
6.						report to parents.
7.						attend team or staff meetings.
8.						give original instruction to large groups.
9.						give original instruction to small groups.
10.						give original instruction to individuals.
11.						supervise small group drill or discussion.
12.						supervise individual drill or discussion.
13.						supervise lunch and recess periods.
14.						operate audio visual equipment.
15.						make arrangements for teacher-parent conferences.
16.						supervise pupil projects, chores, and jobs.
17.						prepare materials for next day/period's instruction.
18.						clean up after art and other projects or displays.
19.						collect monies.
20.						do typing.
21.						run dittoes and stencils.
22.						prepare bulletin boards.
23.						correct papers.
24.						record keeping and administrative tasks.

COUNTERPARTS' ROLE EXPECTATIONS

I think that my counterpart will report that an aide:

	(5) Definitely Should	(4) Should	(3) May or May Not	(2) Should Not	(1) Definitely Should Not	
1.						assign homework or extended work.
2.						diagnose learner needs.
3.						administer punishment.
4.						do lesson planning.
5.						evaluate pupil work and assign marks. (Summary grades)
6.						report to parents.
7.						attend team or staff meetings.
8.						give original instruction to large groups.
9.						give original instruction to small groups.
10.						give original instruction to individuals.
11.						supervise small group drill or discussion.
12.						supervise individual drill or discussion.
13.						supervise lunch and recess periods.
14.						operate audio visual equipment.
15.						make arrangements for teacher-parent conferences.
16.						supervise pupil projects, chores, and jobs.
17.						prepare materials for next day/period's instruction.
18.						clean up after art and other projects or displays.
19.						collect monies.
20.						do typing.
21.						run dittoes and stencils.
22.						prepare bulletin boards.
23.						correct papers.
24.						record keeping and administrative tasks.

BEHAVIOR TASK LOG

Check those columns indicating the frequency of occurrence for tasks which aides have done since the beginning of the project.

	(5) (2-3 day) Very Frequently	(4) (daily) Frequently	(3) (2-3 week) Occasion-ally	(2) (2-3 month) Seldom	(1) (0) Never	
1.						assign homework or extended work.
2.						diagnose learner needs.
3.						administer punishment.
4.						do lesson planning.
5.						evaluate pupil work and assign marks. (Summary grades)
6.						report to parents.
7.						attend team or staff meetings.
8.						give original instruc-tion to large groups.
9.						give original instruc-tion to small groups.
10.						give original instruc-tion to individuals.
11.						supervise small group drill or discussion.
12.						supervise individual drill or discussion.
13.						supervise lunch and recess periods.
14.						operate audio visual equipment.
15.						make arragnements for teacher-parent conferences.
16.						supervise pupil projects, chores, and jobs.
17.						prepare materials for next day/period's instruction.
18.						clean up after art and other projects or displays.
19.						collect monies.
20.						do typing.
21.						run dittoes and stencils.
22.						prepare bulletin boards.
23.						correct papers.
24.						record keeping and administrative tasks.

TASK CATEGORY DEFINITIONS

1. Assign homework or extended work...any work for which the student assumes responsibility for completion over a period of time (day or week).
2. Diagnose learner needs...assess the results of a test and recommend student movement to an alternate activity (movement up, down, or horizontally).
3. Administer punishment...removal of the student verbally or physically from his peers. The range includes verbal excoriation to corporal punishment.
4. Do lesson planning...to prepare a lesson for large group, small group, or individual instruction.
5. Evaluate pupil work and assign marks...summary evaluation of a series of papers or units and the assignment of quarter grades or comments on reports that go home to parents.
6. Report to parents...to report quarter grades on report cards or to sit in on quarterly parent conferences.
7. Attend team or staff meetings...to participate in team or staff planning, inservice, and evaluation sessions that pertain directly to the Differentiated Staffing Project.

8,9,10. Give original instruction to large group, small group, or individuals...Three criteria for original instruction are: (1) a planned lesson; (2) responsibility for a group and subsequent presentation; (3) lesson taught is first experience for learners. Two of three criteria must be present to qualify.

11,12. Supervise individual or small group drill and discussion...reteaching of original presentation and follow-up activities that reinforce the major presentation.

13. Supervise lunch and recess...to monitor or proctor student activity at recess and at other prescribed times.

14. Operate audio-visual...to be involved with activities which have to do with technical media. The range includes putting up a screen to recording sessions on tape.

15. Make arrangements for parent teacher conferences...to be involved in all phases of planning parent conferences, i.e., preliminary scheduling, phoning parents, rescheduling, etc.

16. Supervise pupil projects and chores...to be involved in supervising projects both inside and outside the classroom.

17. Preparation of materials for next period of instruction...to prepare materials for a subsequent period.

18. Clean up after art and other projects...to assume ultimate responsibility for supervising student group clean up.

19. Collect monies...to assume responsibility for collecting money for various projects and school related activities.

20. Do typing...type dittoes, stencils, and requested materials.

21. Run dittoes and stencils...ditto and stencil activity.

22. Prepare bulletin board...the range includes planning activities, cutting letters, and putting up the final product.

23. Correct papers...correcting papers using a key to assess student performance.

24. Record keeping and administrative tasks...recording scores and

other accounting type activities, i.e., ordering books, films, and distributing book club books from list.

Raw Scores by Item Over Three Categories for All Aides
(N = 69)

	Item																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Role Expectations																								
1 Definitely Should Not	7	5	3	12	14	27	0	16	11	10	1	1	3	0	20	0	0	2	2	0	0	1	1	2
2 Should Not	18	12	3	11	8	27	3	18	7	4	0	1	4	4	16	1	4	3	6	1	0	3	2	4
3 May or May Not	34	26	22	24	24	9	27	23	24	12	13	9	31	20	24	14	29	22	22	19	12	28	15	12
4 Should	9	22	29	9	15	3	26	13	22	28	29	23	21	26	7	27	26	26	24	29	33	21	33	33
5 Definitely Should	1	6	6	2	3	1	13	1	5	15	30	35	9	19	2	27	10	16	15	20	24	16	17	20
Counterparts' Role Expectations																								
1 Definitely Should Not	15	6	3	15	13	33	3	17	12	10	0	0	2	1	20	0	2	2	4	1	0	0	0	3
2 Should Not	26	21	5	25	18	29	13	17	9	3	0	2	4	1	21	2	6	1	5	3	1	4	1	1
3 May or May Not	19	19	20	23	24	4	22	28	20	18	12	5	22	18	21	15	30	18	28	11	5	22	5	14
4 Should	7	20	32	6	12	2	24	6	24	28	41	39	24	31	6	32	21	34	21	28	34	25	35	25
5 Definitely Should	2	3	9	0	2	1	7	1	4	10	16	23	17	18	1	20	10	14	11	26	29	18	28	26
Behavior																								
1 (0) Never	44	14	10	32	23	65	22	32	14	6	1	2	22	23	61	2	16	12	37	14	1	14	1	3
2 (2-3 month) Seldom	13	8	9	11	10	4	15	10	7	8	5	4	10	17	6	8	13	16	10	21	9	23	3	4
3 (2-3 week) Occasionally	7	20	33	12	17	0	19	17	14	15	17	10	21	20	0	26	19	19	15	19	23	25	6	10
4 (daily) Frequently	5	19	10	11	13	0	7	5	23	17	17	17	10	4	1	12	6	11	5	10	29	7	12	9
5 (2-3 day) Very Frequently	0	8	2	3	6	0	6	5	11	23	29	36	6	5	1	21	15	11	2	5	7	0	47	43

Raw Scores by Item Over Three Categories for All Teachers
(N = 64)

	Item																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Role Expectations																								
1 Definitely Should Not	8	4	7	10	9	25	0	11	7	5	0	0	1	1	9	1	2	1	0	0	0	0	0	1
2 Should Not	24	21	12	23	18	24	5	32	16	10	0	0	5	3	21	2	13	3	7	6	1	1	0	2
3 May or May Not	26	23	28	24	22	12	28	14	24	20	11	7	20	15	25	14	27	33	25	14	9	32	13	15
4 Should	5	12	11	7	14	1	18	4	14	21	25	28	25	30	7	30	16	20	22	32	35	23	29	32
5 Definitely Should	1	4	6	0	2	1	12	2	3	8	28	29	12	15	2	17	6	6	10	12	19	8	22	14
Counterparts' Role Expectations																								
1 Definitely Should Not	13	7	6	13	10	23	2	15	7	4	0	0	0	1	15	0	1	1	2	0	0	0	0	1
2 Should Not	25	18	16	31	13	27	5	37	18	12	1	0	14	3	19	3	18	4	9	1	1	6	2	2
3 May or May Not	20	27	28	16	26	14	29	8	23	25	13	12	26	31	25	17	24	35	27	16	12	31	11	19
4 Should	6	10	13	4	14	0	23	3	12	18	31	29	18	21	5	30	17	21	20	37	37	22	35	33
5 Definitely Should	0	2	1	0	1	0	5	1	4	5	19	23	6	8	0	14	4	3	6	19	14	5	16	9
Behavior																								
1 (0) Never	39	17	27	36	29	59	28	40	25	17	3	0	25	33	56	5	13	19	33	27	7	16	2	7
2 (2-3 month) Seldom	10	10	15	10	7	2	19	10	9	7	2	4	14	19	8	10	22	11	17	21	5	29	1	2
3 (2-3 week) Occasionally	10	19	19	8	16	1	9	9	11	10	9	8	7	4	0	27	13	21	13	9	29	13	5	9
4 (daily) Frequently	4	19	3	2	16	2	8	5	8	13	20	11	10	5	0	12	11	7	1	7	17	4	10	8
5 (2-3 day) Very Frequently	1	8	0	0	5	0	1	0	11	17	30	41	7	3	0	10	5	6	0	0	6	2	47	38